

“Trust”



Lessons from Yusufiyah: Table of Contents

For all members of the Army Profession

<http://cape.army.mil>

“Trust”

Table of Contents

1:	Checklist	p. 3
2:	Who’s who	p. 3
3:	“Trust” Video Transcript	p. 4-5
4:	Additional Resources.....	p. 6
5:	How to Run Your Workshop.....	p. 7
6:	Detailed Plan for Your Workshop.....	p. 8-9

1. Checklist

- ☐ Recruit additional strong/respected leaders from your unit to be facilitators with your unit. (Recruit as many as the situation mandates)
- ☐ Watch the video and read the transcript prior to your facilitation.
- ☐ Review the additional resources.
- ☐ Review the “How to run your workshop” guidelines prior to facilitating.
- ☐ Think about a personal experience that relates to the scenario.
- ☐ Resource Prep:
 - Make copies of the video transcripts and facilitation questions as needed for each of your facilitators.
 - If you plan on showing video clips, test to make sure they work on the system in your designated training area.
 - Make sure you have a whiteboard with dry-erase markers.

2. Who's Who



John Diem is an Infantry NCO who has deployed several times to Iraq and Afghanistan with the 101st (Airborne) Division. He was also a Team Leader for 1st Platoon, Bravo Company.

3. “Trust” Video Transcript: John Diem discusses trust within a unit and among peers



During a combat deployment, Justin Watt discovered that his fellow Soldiers had committed heinous war crimes. He reported the crimes

to John Diem, a non-commissioned officer that he trusted.

“Justin Watt joined the Army with the belief that it would allow him to become the man he wanted to be. Most Soldiers who join the Army infantry really believe that. Well, if you become part of a sub-organization like he did, which demonstrates we have the capacity for rape and murder, that is a personal attack against him—he would feel like. That’s not what he joined the Army to do.

Organizations produce people. You can trust those people intimately with your life, and you should. They’ve been trained and led as well as an organization that you believe in can produce, but having an intimate trust with one other person while very powerful motivation. I think when you hear older veterans talk about trust, ‘I really did it for my buddy on my right and my left,’ what they’re really talking about is the organization. They’re not talking about this specific guy because how many World War II vets started the war with that specific guy and ended the war with that specific guy? No. There were dozens and dozens of *that* guy. He could have been anybody. He could have been a replacement, a medic, anybody that just happened to be fighting with them at the time. It’s a very powerful bond that’s

not intimate, it’s organizational; it’s institutional.

When an organization separates itself into small schisms, that’s when you’re talking about intimate, personal trust between two individuals instead of organizational trust. It’s a negative leadership influence.

Trust is the most significant piece, not because it’s like an intimacy—because that’s what Barker, Cortez and them had; they had an intimate trust—that’s not really how I mean it. Trust is more you understand where people stand. You understand that there’s a standard of behavior and everybody acts within that standard of behavior. Not that if I mess something up or I do this then this guy won’t tell on me. That’s a different kind of trust that is not acceptable.

It’s a trust in the organization and the fact that the organization will do the right thing. And that the organization is not going to fly off the handle and that the organization is not going to treat you badly when you mess up and that the organization is going to invest you with trust when you earn it. It’s going to make you an exemplar when you accomplish things above the standard. Just trust in the organization—not trust in any one person, or trust in a small group of conspirators or people—trust in an organization, in the Army really. I feel like at the squad-level at least if you have a group of people who trust in you as the squad leader and trust in the squad as an organization, they will trust in the Army more.

3. “Trust” Video Transcript: John Diem discusses trust within a unit and among peers (continued)

If you think about it, like those small group of people, Justin Watt interacted with them every day—a lot more than he would ever interact with me. They had a very mutual, intimate, trust that made them part of their own, separate organization. Personal, intimate, trust with the people involved is a strong motivator, especially when that small sub-group is your only support structure to deal with the reality that you’re just having a hard time dealing with.



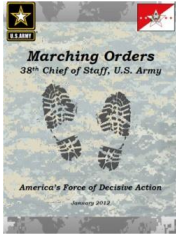
When they demonstrated that they had morals and a sense of professionalism that were

abhorrent to Justin Watt and what he thought the Army was about, he came back to the parent organization with agents that he could believe in. He basically re-nested himself within the greater institution.

So, do I feel like there is a sense of betrayal? Yes, because they shared a personal, intimate, trust and he felt like he was a part of the sub-organization. But at the end of the day, if there’s a more professional, if there’s a more morally right organization, you’re going to gravitate towards that if you have that in you.”

4. Additional Resources

The following resources are available:

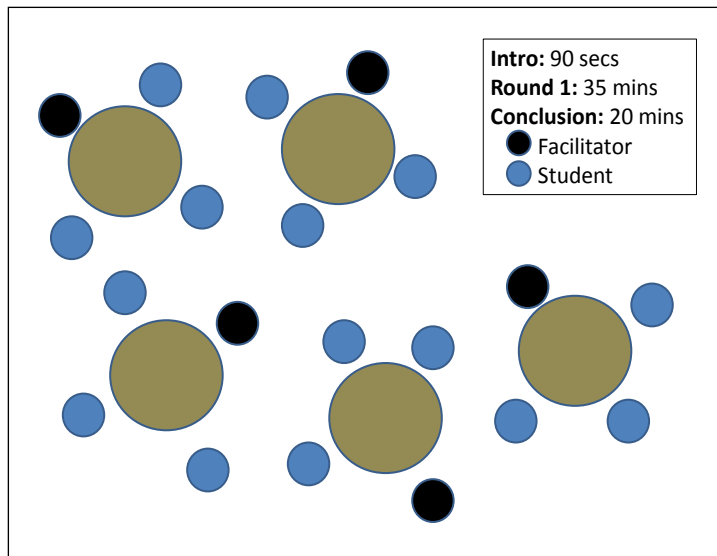
	<p><u>Enduring Attributes of the Profession: Trust, Discipline, Fitness</u> General Robert W. Cone, <i>U.S. Army</i> <i>"Trust men and they will be true to you; treat them greatly, and they will show themselves great."</i> —Ralph Waldo Emerson</p> <p>Trust can be considered the lifeblood of our profession. Our Nation puts its trust in the military, relying on our ethic, integrity and professionalism.</p> <ul style="list-style-type: none">• http://usacac.army.mil/CAC2/MilitaryReview/Archives/English/MilitaryReview_20110930PofA_art005.pdf
	<p><u>The Army Ethic, Public Trust, and the Profession of Arms</u> Lieutenant General Robert L. Caslen, Jr., U.S. Army, with Captain Nathan K. Finney, U.S. Army</p> <p>In adapting to the demands of combat in Iraq and Afghanistan, as well as to the new strategic realities of the 21st century, our army has been so busy that we have not consistently thought through how those challenges, and our solutions to them, have affected the institution as a profession.² to address this issue, our army's senior leadership began a campaign of learning in order to understand what impact the last 10 years of war have had on the profession of arms. This campaign will identify where we need to bolster professional successes and where we need to address deficiencies evident from the last decade of war. This effort has only just begun, but what is clear is that the three key concepts tying all aspects of the profession of arms together are our professional ethic, our professional standards and trust.</p> <ul style="list-style-type: none">• http://usacac.army.mil/CAC2/MilitaryReview/Archives/English/MilitaryReview_20110930PofA_art007.pdf
	<p><u>Marching Orders: 38th Chief of Staff, Jan. 1012</u> Article: http://usarmy.vo.llnwd.net/e2/c/downloads/232478.pdf</p> <p>As part of his vision for an Army that is prepared for America's future conflicts, GEN Odierno makes it clear that trust is the foundation - "the bedrock" - upon which everything else is built.</p>

5. How to run your workshop

The basic concept provided below is a way to facilitate this module. Modify as necessary to fit the needs and demographics of the group. We find that having a variety of ranks/leadership positions in each group increases perspective and maximizes takeaway.

PREP: Have a whiteboard and markers available. Bring copies of the video transcripts. Have a Facilitator Guide available for each facilitator. Get there early and set up the room in huddles large enough to support a variety of leadership at each table. Put chairs around one table (keep people close), rather than pulling several tables together.

BASIC CONCEPT: Meet for 55 minutes to discuss the module. The group breaks down into huddles large enough to support a variety of leadership at each table. For example, you want to have SLs, PSGs, PLs, and CDRs in the same huddle so you can maximize the overall effectiveness and increase the number of vantage points. Have one facilitator at each table to guide (NOT LEAD) the discussion. The workshop begins with facilitators asking the participants what their response was to the module. The facilitators' main role is to be a catalyst for conversation and learning about the topic at hand. This module includes two rounds of discussion, and ends with personal stories and vignettes that relate to the module.



KEYS TO SUCCESS:

- Let participants do most of the talking.
- The facilitators' key role is to ask questions that spark thought and conversation.
- Ensure you engage each level of leadership and everyone within your group. Do not let any one person dominate the conversation.
- Have questions prepped for each round to drive the conversation. (See "Detailed Plan" on page 6)
- You are a catalyst for conversation. Make sure that you continue to ask questions that make your group dig deeper.

6. Detailed plan for your workshop

INTRODUCTION (90 seconds)

Introduce the Workshop in a way that communicates the purpose of the event.

"Today we're going to look at the Army Profession and discuss the importance of trust within a unit and among peers"

ROUND 1 - (35 minutes): Discuss the importance of Trust

[Watch "Trust"]

1. Diem says, "Justin Watt joined the Army with the belief that it would allow him to become the man he wanted to be." Why did you join the Army?
2. How do a person's expectations of the Army impact the quality of his/her service?
3. Diem describes Watt's sub-organization's, "capacity for rape and murder," as an attack on Watt. What does this say about Watt's value system and how he identified with the Army?
4. Diem describes the bond between Soldiers. He says, "It's a very powerful bond that's not intimate, it's organizational; it's institutional." A) What does Diem mean? B) How does a strong sense of professional identity increase trust among Soldiers?
5. Diem describes the type of trust held between Barker and Cortez, two of Watt's peers that committed the war crimes. Diem says, "That's a different kind of trust that is not acceptable." A) What types of trust exist? B) What other word(s) could describe a negative trust?
6. Consider different units that you have been in, and ways that you or others may have felt an obligation, "not to tell," on your peers. How would a strong sense of organizational trust have impacted your response?
7. Consider Diem's description of organizational trust. A) How do leaders build organizational trust? B) How does a person's character and competence tie into organizational trust?
8. Consider how sub-groups form and exist within organizations. A) What are the results of a sub-group on the inclusive individuals? B) On excluded individuals? C) On the organization as a whole?

6. Detailed plan for your workshop (continued)

9. SSG Diem says Justin Watt “re-nested himself within the institution.” What does this mean? What do those actions say about Watt’s character?
10. SSG Diem alludes to Watt’s action of, “gravitating toward the more professionally and morally right organization.” What might have prompted Watt to leave his sub-group and re-connect with the larger institution?
11. Did Watt, “betray,” the Army at any point? Did he, “betray,” his sub-group? Explain.
12. How would you describe the trust you have for your fellow Soldiers?

ROUND 2-Conclusion (20 minutes): Personal Vignettes and takeaways.

Facilitator asks students to share any personal vignettes and takeaways from the module.

It is important for the group to relate to this story on a personal level. Conclude the module emphasizing the importance of trust. Leaders should walk away with a better understanding of trust within a unit, trust in the chain of command, and trust among peers.

Upon concluding, the following questions are useful for determining learning and promoting reflection:

Learning	Q - What did you learn from listening to the reactions and reflections of other leaders? Q - What are the future implications of this decision and or experience?
Reflection	Q - How do you feel/what do you think about what you learned? Q - What will you do with your new information? Q – How can you integrate new learning into your Command team philosophy, command structure and climate?